



PROCEEDINGS

International Conference on Education and Teacher Development

The 55th Dies Natalies, State University of Makassar

"REVITALIZATION OF EDUCATIONAL INSTITUTIONS AND EDUCATION STAKEHOLDERS TOWARDS ASEAN ECONOMIC COMMUNITY"

Faculty of Sport Sciences
State University of Makassar
2016

Makassar, August 20, 2016

ISBN 978-602-14561-2-5



Editor : Dr. Suarlin, S.Pd., M.Si.
Bustang, S.Pd., M.Sc.



Proceeding

International Conference on Education and Teacher Development

Drafting Team

Responsible Person

Prof. Dr. H. Husain Syam, M.TP.
Prof. Dr. Rer. Nat. Muharram, M.Si.
Dr. Kartajayadi, M.Sn.
Prof. Dr. Gufran Darma Dirawan, M.Ed.

Responsible for Implementing

Drs. H. Arifuddin Usman, M.Kes.
Dr. Abdullah Sinring, M.Pd.

Implementer

Dr. Imam Suyudi, M.Pd.
Dr. Suarlin, S.Pd., M.Si.

Secretary

Prof. Dr. Hj. Hasmyati, M.Kes.
Drs. Muslimin, M.Ed.

ISBN :978-602-14561-2-5

Editor : Dr. Suarlin, S.Pd., M.Si.
Bustang, S.Pd., M.Sc.

Edition I : August 2016

Cover Design : Maenuddin Bustanil Syah, S.Pd.

Publisher : Faculty of Sport Sciences, State University of Makassar

Address : Wijaya Kusuma, Makassar, South Sulawesi

Printing : Mandiri Cards.

@.Copyrights are Protected the Act



Table of Content

DRAFTING TEAM	2
FOREWORDS	
Rector Of State University of Makassar	3
The Dean of Faculty of Sport Sciences State University of Makassar	4
The Committee.....	5
TABLE OF CONTENT	6
FULL PAPER	
AM. Iqbal Parewangi	
Mary White	
Prof. Mohd. Salleh Bin Aman	8
Prof. Ranbir S. Malik, PhD	9
Prof. Dr. Tandiyo Rahayu, M.Pd.....	47
Dr. Abdi, M.Si.	
H. Abraham Razak	48
Algha Sanjaya.....	49
Prof. Dr. Andi Ihsan, M.Kes. dan Fatoni, S.Pd., M.Pd	59
Dr. Ansar, M.Si.	73
Drs. Arifuddin Usman, M.Kes. & Dr. H. Muhammadong, M.Ag.	82
Basri Bado	89
Dr. Bastiana, M.Si.	110
Burhanuddin	118
Dr. Ermi Sola, M.Pd.....	132
Farida Indriani, S.Pd., M.Pd.....	142
Dr. Ir. Francisca Haryanti Chandra, M.T. & Nur Widyana, S.Kom.	150
Herman, S.Pd., M.Pd. & Sirajuddin Saleh, S.Pd., M.Pd.....	156
Dr. Imam Suyudi, M.Pd.	
Irfan, Sofyan Salam Fakhri Kahar.....	



Dr. Kartajayadi, M.Sn. & Dian Cahyadi	165
Dr. Made Agus Wijaya, M.Pd.	183
Dr. Maemuna Muhayyang, M.Pd.	196
Dr. H. Muh Guntur, M.Si.	207
Dr. Muhammad Akil Musi, S.Pd., M.Pd.	223
Prof. Dr. Muhammad Danial, M.Si, Muhammad Syawal & Nurlaela	235
Prof. Dr. Muhammad Jufri, M.Si., Ahmad Razak, Kurniati Zainuddin, Hilman Wirawan, Muhammad Aras	251
Muqtakdir Nurfalaq Syarif	267
Nasir, S.Sos., M.Si.	279
✓ Dr. Rohana, M.Pd.	280
✓ Dr. Suarlin, M.Si. & Hj. Sriyanti Sinusi, S.Pd.	304
Sukardi Weda	310
Ulil Amri, M.Pd, M.Ed.	317
Irfan	326
Taty Sulastri	342



THE IMPACT AUDIO VISUAL MEDIA IN TEACHING WRITTEN ENGLISH OF THE STUDENTS

Rohana

PGSD FIP UNM

STATE UNIVERSITY OF MAKASSAR (UNM)

The aim of the research to improve written skill in English learning through audio visual media, this research conducted in Elementary Education program, this study use action research approach there consists of four stages: planning, action, observation, and reflection. Research conducted in two cycles. The data used in the comparative descriptive analysis of observation compare research results and first cycle and the second cycle. The results showed that the student activities and student skills in writing. Results of overall skills of teachers and students have been a good activity. The student's skills in writing and the results of the first cycle of tests to get an average in the middle categories with classical completeness and second cycle to get an average of very good to high score. The conclusions in this study that learning English in writing skills through Media Audio Visual (VCD) it could improve the skills of teachers, student activities and student writing skills.

Keywords: Audio Visual improving writing.

BACKGROUND

Why should I learn a language? Learning a foreign language takes time and dedication. Some reasons are practical, some aspirational, some intellectual and others sentimental, but whatever the reasons, having a clear idea of why you're learning a language can help to motivate Student in their studies. Emigration, when you move to a different country or region, learning the local language will help to communicate and integrate with the local community. Doing so will demonstrate student interest in and commitment to the new country.

Family and friends, If our partner, in-laws, relatives or friends speak a different language, learning that language will help us to communicate with them. It can also give you a better understanding of their culture and way of thinking.

Work, if our work involves regular contact with speakers of foreign languages, being able to talk to them in their own languages will help us to communicate with them. It may also help us to make sales and to negotiate and secure contracts. Knowledge of



foreign languages may also increase your chances of finding a new job, getting a promotion or a transfer overseas, or of going on foreign business trips.

Many English-speaking business people don't bother to learn other languages because they believe that most of the people they do business with in foreign countries can speak English, and if they don't speak English, interpreters can be used. The lack of foreign language knowledge puts the English speakers at a disadvantage. In meetings, for example, the people on the other side can discuss things amongst themselves in their own language without the English speakers understanding, and using interpreters slows everything down. In any socializing after the meetings the locals will probably feel more comfortable using their own language rather than English.

Study or research. Learning other languages gives us access to a greater range of information about our subject and enables to communicate with students and researchers from other countries. If much of the information and research about a subject that interests us are in other languages, learning those languages will be very useful.

The English language is one of the most popular languages to learn, perhaps the most spoken language around the world is English, and many people choose to learn the language simply to place them in a better position to secure work, or communicate more effectively with more people from around the globe. English might be a popular language to learn, but this doesn't necessarily mean it is a simple language to master, there are many challenges people face when learning English and if you are aware of these beforehand you stand a much greater chance of mastering the language.

Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, and orthography, vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English.

Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country.

Listening comprehension and speaking in English are more difficult and more important for learners to master than reading and writing. When reading and writing a text a learner has more time for thinking and pauses than when listening and speaking in English in daily living.

Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

English synonym dictionaries combined with general English dictionaries are an excellent tool for intensively, comprehensively and logically mastering vocabulary for the needs of the learner in real life situations. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English.

The learner can also look up unknown vocabulary in English dictionaries and use other English reference books when reading and writing a text in English, which is impossible when listening and speaking in English. Therefore, listening comprehension and speaking in English are more difficult than reading and writing. English vocabulary for daily living requires more time and is more difficult to master by foreign learners than English grammar. (Michael Shelby: 2016)

Writing skill will be serious problem for the students' university of since they do not have enough opportunities to write and apply suitable material. Therefore the teacher should motive and give chance to the students to write even very simple sentences or



short story. Some problems in writing in English as second language, the student find some problem in their writing, such as article and noun problems, verb problems, word form, word order and sentence structure, word choice, wordiness, punctuation and mechanics, sentence and paragraph coherence, organization and stylistic approach, documentation and use of source language. One of the more common problems seen in ESL writing is unnecessary switching between past, present and future tenses. Changing between verb tenses within a sentence can make it difficult for the reader to follow a piece of writing and should be avoided. An exception to this is when a time change must be shown.

To ensure that avoid this problem, keep the following in mind: 1) In general, establish a primary tense and remain consistent with it at the sentence, paragraph and overall work level, 2) Only change tenses when it is appropriate, e.g. when there is a time shift that must be shown, and 3) Reread your writing and consider what overall timeframe it is in - past, present or future.

The student have mistaken incorrect write an article. The improper use of definite (the) and indefinite (a/an) articles is a common problem for ESL writers. The best method for avoiding this issue in a sentence is to first consider whether it contains a countable or uncountable noun. Countable nouns have both a singular and plural form and may be preceded by an article, e.g. "a pencil". Uncountable nouns have only a singular form and should not have an indefinite article, e.g. "a/an book".

Writing in the first-person in academic contexts example writing in the first-person in an academic context can make a piece of writing read as informal, subjective and biased; it is a major no-no in the context of academic writing. It is an established convention that academic writing should be done in the third-person, and breaking this rule will cost you precious marks.

Generally, "a" precedes words starting with a consonant, while "an" should appear before words that begin with a vowel. There are exceptions to this, however. Words that begin with a silent "h" should be preceded by "an", e.g. "it would be an honour". The definite article "the" should be used in front of singular and plural nouns and adjectives when referring to something that both the author and reader are familiar with. "A dog" is in reference to a single unspecified dog, while "the dog" refers to a particular dog.

Incorrect capitalization,

The rules of capitalization in English may seem confusing, especially to non-native speakers. Issues with incorrect or missing capitals in ESL writing are regularly seen. Stick to these basic rules: Always capitalize "I" Capitalize proper nouns, which include names of people, places and organizations. Do not capitalize common nouns (for example: car, pen, school), Always capitalize the first letter of a new sentence. Capitalize weekdays, holidays and months of the year.

Mistake in Excessively long paragraphs. While there is no set rule for the number of sentences a paragraph should contain, it is possible to have paragraphs that are too long. Excessively long paragraphs are one of the more common problems seen in ESL writing. The problem can easily be avoided if you adopt a conscious attitude towards it.

Writing skill will be serious problem for the students' university of since they do not have enough opportunities to write and apply suitable material. Therefore the teacher should motive and give chance to the students to write even very simple sentences or short story. One of the best way to improve the students writing is to give them practice by utilizing audio visual (VCD). Writing is crucial means of human communication. It is used to communicate with other people in society and to express our felling. Writing is one of language skill besides speaking, reading and listening, which is important for human. Since language teaching is face audio visual, the activity we usually that do is writing while watching and listening, mastering writing and listening are not easy, so the students need extras effort to master the skills. English teacher are demanded to be more creative in presenting their material since it is considered a difficult skill to master. They should be thought in various ways so that the students can be more interested and should have strong motivation in learning writing, and they can practice their writing by using VCD every time

PROBLEM STATEMENT

Based on the problem, the writer formulates the research question as follow:

"Does the use of Audio Visual (VCD) in learning English effective to improve the tudents' writing skill of Elementary Education Program (PGSD) Makassar State University?



OBJECTIVES OF THE RESEARCH

Find effectiveness of the use of Audio Visual (VCD) in learning English effective to improve the students' writing skill of Elementary Education Program Makassar State University

SCOPE OF THE RESEARCH

The scope of the research is restricted to utilizing Audiovisual Media (VCD) in teaching English to improve the students writing skill of Elementary Education Program Makassar State University. In this research on writing in daily activity and Short story,

REVIEW OF RELATED LITERATURE

According to Robert Todd Carroll (1990), many students were never required to learn proper spelling or grammar. These poor students come to think that "English" and "writing" are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. They are even not aware of the importance of writing skill in their learning. They often get low marks when doing the tests on writing skill and it affect their earning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization.

Besides that, learning writing the student have many problems at the present such as lack of experienced writing skill teacher and lack of time to study, the time for teaching writing skill is not enough for students to improve their ability. In addition, students do not know principles of writing. The problems that students usually have to face are the motivations for my research.

I choose this topic because I want to investigate the difficulties in writing skill among students at high school and find out the problems they commonly make so that I can suggest solutions to improve their writing skill.

WRITING

Writing seems to have taken on different definitions for different groups of people in order to suit their different needs and purposes for writing.

Writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. Graham (1997) in Nguyen (2015:1) identified the following four vital areas in the writing process: (1) knowledge of writing and writing topics, (2) skill for producing and crafting text, (3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to achieve writing goals.

Grape and Kaplan (1996), in their book "Theory and practice of writing", explore the meaning of writing in terms of the rhetorical triangle in writing. Such triangle consists of the reader, the recipient of the final product of the writing process, the writer, the originator of the message; and the subject matter and the text itself. Both the writer and the reader have to consider all these aspects when writing and reading, respectively for each one plays a significant role in the journey towards meaning.

There is another definition for writing, Writing is the creative process because it is a process of reaching out for one's thoughts and discovering them. Writing, as such is a process of meaning making.

Here are 5 of the biggest challenges people must face when learning to speak and write English:

1. Grammar

English Grammar is complex, making it difficult to remember, master and use logically. Ensuring you use the correct grammar can be tricky, especially when you are in conversation with someone and they are speaking at an alarmingly fast pace. Learning grammar is like learning to drive, you can learn all of the theory, rules and regulations, but you won't be good at it unless you practice it and it starts to become second nature to you. Grammar is extremely important, incorrect use of grammar can confuse the person you are speaking to and even change the meaning of what you are communicating, what's more is native English speakers are hyper aware of grammar and will notice almost immediately if a grammatical error is made, even if this is the smallest of errors, English speakers are incredibly proud of the language and look negatively on it being used incorrectly.

Some native speakers of English might be very aware of grammar and will notice even the smallest mistakes. They are known as pedants, and are best avoided by



English learners. If you are taking an exam or using English in another formal situation, try to avoid mistakes, if possible, but in informal situations this is not so important.

2. Vocabulary

Is often a challenge, particularly when it comes to verb variations and understanding which tense should be used in various situations? English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone who's first language is English, though it doesn't often change the meaning of your text, it does weaken it.

3. Slang and colloquialism

With the English language having such an extensive vocabulary and complicated grammar, there is enough to teach students wanting to learn English, rarely are students exposed to the slang words used by English speakers in every day conversation. Sentences can be predominantly filled with slang words, so maintaining a conversation can be difficult for anyone who doesn't understand what they mean.

4. Pronunciation

Knowing how to pronounce words in English can be very difficult as it isn't always obvious. English speakers have been taught these from an early age, which is how they know not to pronounce the 'k' on 'knight', they are taught the subtleties in how to pronounce something to communicate the right message. Furthermore, depending on the first language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

5. Variations in English .The variations in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written language. This leads to students writing words phonetically, i.e. how they would say it rather than how its actually spelt, and using informal language, maybe even slang that they have picked up, in formal situations which may perhaps be viewed negatively.

6. Some Pertinent Ideas

1) Writing Reproduction

River (1967) stated that "to be able to write in foreign language, the students must be trained systematically through five general stages development: copying, reproduction, guide writing, recombination, and composition. The Brief explanation

a) Copying

This stages is applied in which the students ideas exactly the some as certain passage given, stressed in punctuation and spelling copying which is some times called transcription. Requires to the students writing down as exactly the same as the original printed. This aims at familiarizing students to write in foreign language confidently.

b) Reproduction

Reproduction is an artificial and useful in writing through composing ideas latter listening or reading text. Having the student to preconceive the ideas from the text through listening, reading on occasion either rewriting it from memory of the students.

c) Guided Writing

The fundamental of principle of guided the students in various ways. Toward a mastery of writing skill, and controlling what they write and trying to eliminate mistakes.

d) Recombination

A certain passage presented to students, they try to recombine it into a favorable ideas. Closely related sentences may be combined to form component sentences and that closely related sentences.

e) Composition

The students are given a topic or the theme and are expected to express themselves at the some length on it in order to demonstrate their ability to write.

2) What Is Writing?

When we write, we use graphic symbols; that is, letters or combinations of letters which related to the sounds we make when speak. Writing is the act of forming these symbols; making marks on the flats surface of some kind. But writing is clearly



much more than production of sounds. the symbol have to be arranged, according to certain convention, to form words, and words have to be arrange to form sentences, although again we can be said to be 'writing ' if we merely making lists of words, as in inventories of items such as shopping lists

As a rule we produce a sequence of sentences arranged in particular order and linked together in certain ways. They form a coherent whole. They form text. Writing is involved the encoding of message of some kinds; that is, we translated our thought into language; reading involved the decoding or interpretation of this message. But , except on those occasions when we are writing for ourselves.

Byrne (1984) Rohana (2004:9) expressed that:

writing is clearly much more than the sound, the symbols have been arranged according to certain convention, to form word, and words have be arranged to forms sentences. As a rule, production of graphic symbols just speech more than; the production of however, we do not write just one sentence or a number of sentences arrange in particular order and linked together in certain ways. Writing involves the coding of message of the some kind; that is to translate through into language.

From definition above, we conclude that writing is away of expressing the thought or ideas, and writing involves the coding of message of the some kind that is to translate through into language.

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects; neat handwriting, correct spelling, and punctuation, as well as acceptable grammar and careful selection of vocabulary. This is because much higher standards of language are normally demanded in writing than I speech; more careful constructions, more precise and varied vocabulary, more correctness of expression in general. Also, slow and reflective nature of the process of writing in itself enables the writer to devote time and attention to formal aspects during the process of production.

3) What Do We Write?

Most of us use writing to make a note of something, and to keep records of things we want remember. We send message and write letter to friends, and a few of us

The writing is regarded to have a good unity if it has some main idea and the sentence contained in it develops that idea. It stated in the topic sentence and each or every supporting sentence develop it and related to that idea. If a writer wants his writing unified, he/she should not include the sentence that does not support the main idea in the topic sentence.

b. Completeness

In writing is said to have completeness if the main idea has been explained and develop fully. Completeness as Baker (1986) comments that the controlling idea which is developed thoroughly by the use of particular information. It is relative to how complex or general the topic sentence. By having a complete writing will be clear and understandable to readers.

2) Organization

In organizing a piece of writing learner should have coherence and a chronological order. The coherence of the paragraph means that ideas are put, in the right order, so the reader can easily understand the writer's thoughts. When writing paragraph, the learner should arrange their writing chronologically. They should present their ideas based in the order of what happened from beginning to the end.

3) Grammar

Grammar plays important roles in the writing. It governs utterances that. We produce to be right and orderly. Therefore, it also has great influence on the quality of a piece of writing (Puasa, 1994). Having no mastery of grammar, students can not create a good piece of writing. In order to have a good grammar in the writing, writers should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause, adjective or adverb clause, articles, etc. the lack of good grammar will make the content of the writing vague and can make misunderstanding. Every sentence in the writing is automatically related to the tenses. The description of narration, for example, will likely to be vague and ambiguous if the tense choices are inappropriate and inconsistent. These will function to clarify the time and the situation in it.

4) Vocabulary

Vocabulary is one of the most important components of writing. To express ideas we always deal with vocabulary. The lack vocabulary makes it difficult to express ideas.



The writer must choose the right or the appropriate words so that they can present their ideas in a way that the reader can understand the ideas.

5) Language use

Language use is also important in composing a piece of writing. The learner should have to skill the use language. They should avoid errors in writing word function and know to use modifier or connective words or phrases.

6) Mechanics

The mechanics of writing deals with capitalization, punctuation and spelling. All these things are important to lead the reader to understand to writer ideas.

The factor affecting the students' success in learning

1) Motivation

Hamer (1991) Rohana(2004) motivation is kind of internal drive that encourages somebody to pursue a course of action. Maehr and Midgley (1991) noted motivation can help the students to understand the purpose of learning and divide the motivation in two categories they are intrinsic and extrinsic motivation: the desire of students themselves to learn, without the need for external inducements. (Example, the students want be success in his/her school, he must be study hard). Extrinsic motivation: those rewards and inducement external to students. (Example, Mr. Ahmad advice his son must be study hard).

2) Interest

Good (1982) stated interest as subject-attitude, concern of condition involving a perception or idea in attention of intellectual and feeling curiously condition by experience. Aiken (1982) defines and interest is as feeling of preference connection of one's own activities. Interest can from the students' personal discipline in attending the English lesson. From this point of view, it can be said that the students' attitude may be formed because they have interest to word a certain lesson. There are three ways to measure the students' interest in writing reproduction using language laboratory as follows: 1. Students behavior, 2. the materials, 3. Teacher's performance.

Audio-Visual in Teaching of Writing

Teaching writing is the last skill taught in English language learning. Penny (1991) states that the purpose of writing, in principle, is the expression of ideas, the conveying of a messages to the reader, so that the ideas themselves should arguably be seen as the

most important aspect of the writing. The writer also considered the aspect of writing process such as neat handwriting, correct spelling and punctuation, as well as acceptable grammar and vocabulary. Over the past few decades of research on teaching writing to second language learners, a number of issues have appeared, some of which are composing the new product of writing, process of writing, contrastive rhetoric, etc. In process of writing, the students is demanded not only to put some words on a piece of paper, but also to create writing more communicatively and meaningful by using good word, phrase, and structures. They should also use their thought, mind, and idea to build the good sentences. In this case, the aspect of psychology also plays a role in creating writing, because writing is a mental process to advance the students' skill in creating some new knowledge. In order to make students become aware and easy to write some sentences, the role of teacher is also considered to help them in learning writing process. Teacher can teach writing communicatively in nature. The writing's activities must be interesting and enjoyable. Teacher can decide the new approach and strategy when they want to teach writing easily. One of used strategies is by using instructional media. Since many English methodologies in language teaching and learning become controversy in practice, media can solve it. Teacher can combine audio and visual to be one part in teaching. In teaching writing with audio visual aids, the role of the teacher is just as a facilitator and guidance in learning.

The use of visual art is beneficial because it serve mainly as a motivational entry-point to reading and writing activities. These activities engage students in text and reinforce positive behavior (Burger and Winner, 2000; Ernst, 1994; 1995 in Nancy et al, 2005: 2). This is supported by the work of Gambrell (1993), (Gambrell & Bales, 1986), and Sadoski (1985) hypothesizing that the use of imagery goes beyond mere engagement. The picture or visual becomes the useful technique for helping students select and focus in developing a description which is non-chronological, for example of place, people, or scenes. Here, students can describe something from what they see on pictures and write it down on a piece of paper (Hedge, 2005: 70)

By media we mean all aids which may be used by teachers and learners to attain certain education objectives. We shall restrict ourselves in some respects in our treatment of the media which be used in teaching English. Only same media which have a direct



contribution to make to the teaching /learning process, we also restrict ourselves to have media in the classroom.

Edmenger (1979:24) Teo Vans (1983: 280) list a number of point of view from which media can be considered:(1) the nature of the information conveyed by the media i.e. linguistic and non linguistic information), (2) the channel of information, (3) the phrases in the process of teaching and testing (4) the didactic functions to motivated the learners(5) the degree of accessibility and adaptability(6) the possibilities for supporting, or replacing the teacher (7) the use of media by individual or in group

1) Visual And Audiovisual Media

There is no strict separation between visual and audiovisual media with the respect to use in the teaching English. Nevertheless, television, video and film, are usually regarded as audiovisual media proper, because of the combination of the sound and image in this media. All visual media, however, can in principle be combined with all auditory media.

2) Visual Media

The visual element has long played an important role in teaching English (schildern1997:14) has shown that as long as century ago a uprising number of visual media.. Such print, drawings, and maps of cities and countries were used in teaching the foreign teaching. In fact long before such auditory media.

‘The visual component is an increasingly important dimension of communication ‘

There is considerable agreement in positive effect which the use of visual media has on teaching foreign language.

3) Audiovisual Media

The combination of sound and image and the use of rather expensive equipment characterize audiovisual media in narrow sense of the word, namely, films, TV, and video. The presentation of moving pictures is one of the most important differences between these and other media. This makes it possible to achieve a considerable degree of contextualization. One of the main disadvantages of this type of material is, however, that it dates very quickly as a result of the technical, political, and cultural developments.

In teaching English by multi media systems a great number of media are employed. Characteristic of multi media packages is the functional division of the various media over the various part of the course and the different phrases of the teaching/ learning process.

Some general aspect of the use of visual and audiovisual media in the Classroom

Utilizing audiovisual media is very usefully, flexibility and adaptability of audiovisual media in order to make it clear that the use of such media can only be efficient if they are in all respect 'just- friendly ' if they are not , media use is bound to meet with irritation on the part of both learners and teachers.

Media are generally said to have two main functions: they serve o make

Foreign teaching learning more lively and they are integral part o the teaching/ leaning process. The two functions may be reflected in a large number of practical measures, for instant, furnishing providing visual or audiovisual support for part of teaching programmed.

The use of audiovisual is generally considered useful and important for all types of foreign languages teaching. a specific use of media is both possible and desirable. If media are intended to support, supplement, or replace the teacher with respect to number tasks, then one should first off all ask the question whether and how far media should be used, for which task, and which particular stage in the teaching/ learning process

RESEARCH METHOD

The part contain research design, subject of the research, procedure of classroom action research involved 4 steps:1) planning, 2) action, 3) observation and evaluation, 4) reflection, data collection, and data analysis

1. Research Design

This research was a of classroom action research, and applied audiovisual in learning English to improve the students writing skill.

2. Subject of the Research

The subjects of this research were B.8 grade students of Elementary Education Program (PGSD) Makassar State University in the 2012/2013 academic year. It is considered of 40 students.



3. Procedure

The procedure of the action research in the teaching implementation of this classroom action research consisted of two cycles. Every cycle was conducted in three meetings and applied the same treatment, and same changes on the second cycles based on the reflection and result of the first cycle.

The procedure of classroom action research; they are: (1) Planning, (2) Action (3) Observation and evaluation (4) reflection

a. The First Meeting:

Planning

1. Make lesson plan
2. Arrange instrument of the data
3. Prepare VCD (lesson materials)

Action

1. Telling to the what they should done
2. Teacher ask the students writing daily activity
3. Teacher arrange of the research instrument of collect of data
4. Teacher prepare some instrument (VCD)
5. collected the students the writing
6. analyzed the students writing

Observation/ evolution

1. analyzed the students writing
2. Analyzed the students activity
3. Analyzed the students interest

Reflection

1. Team of the research discussions develop of the students in writing ability, and the interest also motivation the students during learning process.
2. Make the planning for the next meeting

b. The second Meeting:

Planning

1. Make lesson plan
2. Prepared research material
3. Prepared topics of the lesson

Action

- 1) Telling to the students what the lesson today
- 2) Telling to the students what will they do?
- 3) Telling to the students to prepare of the peace of paper
- 4) Ask the students about watching Audiovisual (VCD)
- 5) Ask the students to rewrite the lesson from preparing in VCD
- 6) Collect the student's work sheets
- 7) Giving the students chance to give comment and discuss about the topics
- 8) Observers the students activity
- 9) if the students don't understand playing the VCD again
- 10). Ask they rewrite the topic of the lesson by VCD

Observation/ evolution

1. analyzed the students writing
2. Analyzed the students activity
3. Analyzed the students interest

Reflection

1. Team of the research discussions develop of the students in writing ability, and the interest also motivation the students during learning process.
2. Make the planning for the next meeting and cycles.

The activity in the cycle 2 the some activity on the cycle 1, but the action in the cycle 2 making solution of the students have problem in the writing

Technique Of The Data Collection

In collection data, observation, field notes, test and documentation.

Finding And Discussion**1. Finding**

Based on the table the acquisition value achieved by students, where the acquisition value of 70 -100 with complete group 23 students who scored in that range with a percentage of 82.14% while obtaining grades 0-69 with an incomplete group, amounting to 5 students with a percentage of 17.86%. According to the data on these results, it concluded that the success achieved by students in the classical have shown the level of achievement of the indicators of success that established researchers that 70% scored according standard determined by the school at 70, the



research ability of students' writing skill through application media audio visual English language study is successful.

Earning the second cycle focuses on increasing teacher and student activity which expected student learning outcomes can also be increased. The results of the analysis and reflection of implementation the action on the second cycle, namely:

- 1) researchers have improved learning implementation accordance the lesson plan that made, although there are still steps in the lesson plan is not maximized its implementation.
- 2) Researchers have delivered the material very well, that is by delivering learning materials in a clear voice, and provoke students with questions
- 3) Students directed when division the group even though there are still some groups that lack order to sit down with the group in accordance shared by teachers.
- 4) When the teacher explained about the things that considered when reading the students' attention well although they found there were some students who are not listening to the teacher, so it reprimanded and guidance of teachers to refocus listening to the teacher's explanation.

The pre-cycle students who care by 30%, the first cycle to 50%, in the second cycle to 90% of students who pay attention and focus on the current learning; In pre-cycle students who have Interest to learn in about the task hard, diligent, and conscientious by 23% in the first cycle to 51 % in the second cycle to 87%. In pre-cycle active students by 32%, in the first cycle to 62%, in the second cycle to 92 %. The motivation in pre-cycle only 41% of students who motivated to follow later learning to 67 % in the first cycle and the second cycle increased to 98%. The achievement the students from Pre Cycle to Cycle 1 about 26 point, and from cycle 1 to cycle 2 has increase 34, 25 point.

Application of the Audio visual can improve students' skills of writing. The test results in the first cycle is the first data after the implementation the act of learning. The results of these tests based on five aspects considered in writing. It characterized by an increase in the results (grades) students learning to write. The students who has reached



the limit of completeness (in the first cycle the average value 56, 2 and then on the second cycle increased to 88, 4

2. Discussion

It discussed in this section is the implementation Audio visual media to improve writing in English language lessons are held on Makassar. Classroom action research conducted in the Makassar conducted in two cycles. Results of research consisted of activities of students, teachers and the results of the evaluation aspect writing in the first cycle and the second cycle increased.

Based on the results of the implementation of the first cycle, it is known that application Audio visual media in the first meeting of teachers at the middle category. As for the activities of students in the middle category and the second meeting, the activities of teachers over the greatest that is now on either category. In addition, student activities also increased from the previous meeting that are in either category.

The second meeting of the evaluation results obtained by students' about 12 students scored is poor or lower the standard while 16 students scored according standard categories. It concluded that the action in the first cycle is not successful, and on this basis the authors continued action to the next cycle is the second cycle.

Based on the results of the implementation of the second cycle, it is known to improve the quality learning, both of indicators of success, results and indicators of success of the process. from the indicators of success, the result is known that the end of the second cycle test results have reached the target of students who scored below standard categories as many as five students while receiving proper value standard with 23 students. From the indicators of success of the process, at a meeting of one activity carried out to the fullest and are in either category. In addition, student activities also are in both categories. As for the second meeting, the activities of teachers as well as the first meeting was in the good category and the teacher's activities good categories

In addition, student activities also are in both categories, on implementation this second cycle has been an increase of success achieved by students, in classical have shown the level of achievement of the indicators of success that improve that 70% of researchers are getting right standard value determined by the school that is ≥ 70 . The increase occurred because of this success in the smart teachers deliver learning materials



so that students interested and to better understand the explanation the teacher. So that the administration evaluate reading poem, students showed better results than before.

Based on the above discussion it seen that use audio visual media can increase understanding, and cooperation of students in learning due to any members of the group put out ideas to understand a concept and complete the task, application of the method can improve quality the process writing skill. This shown by the increased percentage, about attention, learning passion, liveliness, and student in learning read a poem in each cycle. Percentage Comparison of Student Activities at Pre cycle, Cycle I, and Cycle II

In the pre-cycle students who care by 30%, the first cycle to 50%, in the second cycle to 90% of students who pay attention and focus on the current learning; In pre-cycle students who have Interest to learn in about the task hard, diligent, and conscientious by 23% in the first cycle to 51 % in the second cycle to 87%. In pre-cycle active students by 32%, in the first cycle to 62%, in the second cycle to 92 %. The in pre-cycle only 41% of students who motivated to follow later learning to 67 % in the first cycle and the second cycle increased to 98%. achievement the students from Pre Cycle to Cycle 1 about 26 point, and from cycle 1 to cycle 2 has increase 34, 25 point.

The test results writing skill in the first cycle is the first data after the implementation the act of learning with audio visual media. The results of these tests based on five aspects considered in write..

It characterized by an increase in the results (grades) students learning to writing skill. The students who has reached the limit of completeness (in the first cycle the average value 56, 2 and then on the second cycle increased to 88, 4. From the stage to the first cycle increased by 4.96 points and an increase of the first Cycle to the second cycle by 32.2 points. Comparison Average Score in Every Aspect writing Cycle I and II The average value of students' skills in writing skill after using audio media increased. In the assessment phase pre-cycle teachers not using the criteria of every aspect of reading poetry, but directly give value. Therefore, researchers only stage comparison included the first cycle and the second cycle.

CONCLUSIONS AND SUGGESTIONS

Application of audio visual can improve the quality the process and results learning to write Students have become more attentive, passionate learning (serious, diligent and



conscientious in task), more active and more motivated. The implementation Media audio visual in learning to write and increase students' skills of write seen from the results of the average class.

Researcher's suggestions that lead to students and further research is as follows. (1) For students more active and follow the lessons with pleasure, (2) for teachers, should can use the facilities which attract so that it can make students are more active and should conduct a planning and evaluation against any action that taken, (3) for schools, should add to teaching and learning tool that used by students and teachers to support learning activities and able to motivate teachers to improve teaching skills, (4) expected for researchers others to collaborate actively with teachers and can create The new learning method so that quality education in Indonesia can increased.

BIBLIOGRAPHY

Byrne, Donn. 1984. *English Teaching Perspective*, England : Longman

1988. *Teaching Writing Skills*. New e-Edition. London and New York : Longman

Gay, L. R. 1931. *Educational research : Competence for Analysis and Application*. Florida : Bell and Howell Company.

Good, Caite Victor. 1982. *Dictionary of Education*. Second Enducation, New York : Mc. Grow Hill Book, co. inc

Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. England : New Edition. Longman

Hamalik,o 1993, *Strategi Belajar Mengajar* . Bandung: Mandar Maju

Lado, Robert. 1988. *Teaching English Across Culture : An introduction for Teacher of English to Speaker of other Language*. Ney York : Mc Graw Hill

Lannon, Billy John M. 1992. *The Writing Process*. Darth Mouth Harper I Collins

Rimessni, Ann. 1983. *Teaching in Teaching Writing*. USA : Oxford University Press

Rivers, Wilge M. 1981. *Teaching Foreign Language Skills 2nd adition*. Chicago : The University of Chicago Press



Rubin, 1981. *Teaching Writing USA*. Oxford University Press

Sardiman 2001. *Penelitian tindakan kelas*. Departemen pendidikan Nasional: Jakarta

Tarikan, 1982. *Writing Activity*. Jakarta : CV. Balaipustaka

Teko, 1999. *Writing English Language*. Singapore : SEAMEO Regional Language Center

VA als Theo, Bongaerts, Extra Guus, Van Os Charles, Van Dielen Annemieke Jessen.

1984. *Applied Linguistics and The Learning and Teaching of Language of Foreign Language*. London : Longman

<https://www.englishclub.com/writing/common-errors.htm>

<http://www.teach-this.com/ideas/problems-learning-english>